

GOVERNMENT BRANCHES
SOCIAL SCIENCE AND ENGLISH/LANGUAGE ARTS

Grades: 8

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Acceleration Approach

Standard has been accelerated by moving grade level 8 up to the standard used for grade level 10.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
							—————▶			

Organizing Overarching Concept (e.g., systems, patterns of change, models, scales)

Concept of Systems

Organizing Higher Order Skills (e.g., Bloom’s, Paul’s Model of Reasoning)

Bloom’s taxonomy

Differentiation Features

Study a concept in multiple applications

Use advanced resources

Provided alternatives for tasks, products, and assessments

COMMON CURRICULUM GOAL

Social Science - Civics and Government

Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens.

Understand the roles of the three branches of government and explain how their powers are distributed and shared.

English/Language Arts -Reading

Develop an interpretation when reading informational text.

Use the structural features of text to increase comprehension of a variety of informational printed and electronic text.

English/Language Arts-Communication

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.

CONTENT STANDARDS

Social Science - Civics and Government

Understand the roles and powers of the executive, legislative and judicial branches.

BENCHMARKS

Social Sciences

8th Grade -Understand the powers of each branch of government as stated in the Constitution.

CIM – Understand how the branches of government have powers and limitations.

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Archetypal Model

Students will use the **KWL** Graphic Organizer to determine their knowledge level of a specific topic (K). Students will use advanced resources to learn what they don't know (W). Students will present the similarities and differences of the subtopics (L).

TASK DEMAND

Sample Task Activity

Each student will fill in the **KWL**. The teacher will use these to assess whether students understand government roles and responsibilities (under **K—Knowledge**). Students may also use the *Government Branches* Graphic Organizer as an aid.

After completing the Graphic Organizer, Powers and Limitations of Branches of Government, students will compare and contrast the powers and limitations the three branches of government.

Advanced students choose one of the activities below and report findings to class:

- Explore concepts of judicial review and how that has changed over time (Dred Scott, Board of Education vs. Brown). How is this connected to limitation of powers?
- Explore contested elections and how they are decided: 1800, 1872, 2000. Are the powers between branches more or less limited now? What changes do you find in the powers and their limitations?
- Take a current event (anthrax, Afghanistan) and identify which branches of governments are involved? Which powers intersect? What powers are exemplified? What limitations on the power of any branch can you identify?

Questions

1. What are the powers of each branch?
2. How are powers distributed?
3. What limitations does each branch face?

Implementation Time

- 3-4 45-50 minute class period
- Day 1: K-W-L pre-assessment
 - Day 2: Group work, read and prepare a report for class
 - Day 3: Summaries of results for class
 - Day 4: Complete K-W-L Chart

English/Language Arts-Reading

CIM - Use text features and elements to support inferences and generalizations about information (e.g. vocabulary, structure, evidence, expository structure, format, use of language, arguments used.)

English/Language Arts-Communication

8th Grade - Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

8th Grade - Prepare a speech outline based on a chosen pattern of organization including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

8th Grade - Use credible and relevant information to convey message.

8th Grade - Use appropriate grammar.

CIM - Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

CIM - Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

CIM - Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of presentations.

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Resources

High School texts

Graphic Organizers *K-W-L, Government Branches* (See Models and Graphic Organizers Section VI.)

See Communication Scoring Guide Standards and Assessments Section VII Students will be able to:	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
State the powers of each branch.						
Explain distribution of power. (e.g. why legislative, judicial and executive instead of top-down.)						
Identify limitations on powers.						
Chart and describe powers and limitations.						

GRAPHIC ORGANIZER
K-W-L

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Name _____ Date _____

What Students **K**now

What students **W**ant
(or need) to know

How will students **L**earn
what they need to know?

GRAPHIC ORGANIZER
GOVERNMENT BRANCHES

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Name _____ Date _____

Legislative

Executive

Judicial

Legislative		Executive		Judicial	
Powers	Limitations	Powers	Limitations	Powers	Limitations

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audience <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input checked="" type="checkbox"/> Advanced Critical Thinking in Soc Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Soc Science <input type="checkbox"/> Challenging Soc Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input type="checkbox"/> Soc Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Soc Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM <p>Social Science:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				

* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.